

**Texas Education Agency  
Standard Application System (SAS)**

<b>2017–2019 Public Charter School Program Start-Up Grant</b>		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	May 1, 2017, to July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 15, 2016	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p><b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
Longview Independent School District	O92903	East Texas Montessori Prep Academy and East Texas Montessori Academy		
Vendor ID #	ESC Region #	DUNS #		
	VII	010476513		
Mailing address	City	State	ZIP Code	
1301 East Young Street	Longview	TX	75602	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
James	E.	Wilcox	Superintendent	
Telephone #	Email address		FAX #	
903-381-2219	jewilcox @lisd.org		903-753-1672	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Carl	E.	Briley Sr.	District Grant Writer	
Telephone #	Email address		FAX #	
903-446-2227 or 903-806-5431	cbriley@lisd.org		903-381-2264	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
James	E.	Wilcox	Superintendent
Telephone #	Email address		FAX #
903-381-2219	jewilcox@lisd.org		903-753-1672
Signature (blue ink preferred)		Date signed	

  
Only the legally responsible party may sign this application.

12-12-2016

**701-16-101-029**

**Schedule #1—General Information**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>• A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>• A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>• Either of the following:             <ul style="list-style-type: none"> <li>○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>• A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>• The mission of the campus charter;</li> <li>• An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>• A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>• A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an <u>acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and</li> </ol>

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	<p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The mission of East Texas Montessori Prep Academy (ETMPA) and East Texas Montessori Academy (ETMA) is to provide students in pre-kindergarten to fifth grade with a unique, innovative, exceptional, and high quality public education that will enable them to develop a solid foundation in academics, independence, social skills, and self-discipline while instilling the desire and love of learning, self, and the environment. The primary focus of the proposed Montessori educational program is to ensure that all students are equipped with a solid foundation and attain high levels of rigorous academic, personal, and social achievement that will enable them to tackle the challenges necessary to become constructive contributors to society. This will be accomplished through the implementation of a curriculum that effectively aligns, merges, and consolidates the Montessori learning model with Texas Essential Knowledge and Skills (TEKS). Teachers with diverse backgrounds and experience levels will be recruited and hired. They will be willing to help each child become competent. ETMPA and ETMA will educate the whole child with activities and lessons designed to promote development of social skills, emotional growth, physical coordination, and a well rounded educational experience.

ETMPA will be an in-district charter school open to students residing both within and outside of LISD's geographical area. Should student enrollment exceed school capacity, students will be chosen using a district adopted system. If space is available, students who reside outside of LISD's attendance zone and request out of district transfers will be permitted to enroll.

In accomplishing our mission, ETMPA and ETMA will specifically ensure that student achievement and Montessori outcomes are built on the following instructional elements and principles:

- A challenging interdisciplinary curriculum aligning the Montessori learning model with the Texas Essential Knowledge and Skills (TEKS);
- A specific environment consisting of hands-on sequential materials;
- Multi-age classrooms, based on developmental windows, creating dynamic students who thrive and support one another;
- Three hour work periods where children are allowed to select materials of their interest;
- Holistic education and integrated instruction utilizing all-encompassing lessons;
- Creation of a universal syllabus from which students can find meanings and connections in foundational subjects as well as in art, music, and physical education;
- Montessori trained teachers who provide instruction based on cooperation rather than competition; and
- The active involvement of children's parents, community members, and organizations in learning opportunities and partnerships with the schools.

The charter will enable the expansion of the ETMPA and ETMA to create, enhance, and provide an innovative high quality Montessori education to 1,700 K-5 students from all socio-economic backgrounds. ETMPA and ETMA are seeking financial support through the Start-Up Grant to bring together 1,400 PK/K students from five LISD campuses into one new Montessori campus and to create a first through fifth grade campus in an existing facility. It is anticipated that these campuses will receive designation of Title I funds due to the high percentage (over 75%)s of students from low income families.

To support opportunities for increases in student advancement, ETMPA and ETMA will be allowed:

- The flexibility to manipulate their instructional schedule;
- To modify and extend their campus professional development schedules by lengthening the work day for dedicated activities such as team meetings, data analysis, lesson planning, and professional growth; and
- To select teacher transfer applicants who have specialized training, experience, expertise, and interest in providing Montessori instruction.

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ETMPA's and ETMA's curriculum will be supported by the strategic purposeful use of diagnostic, formative, and summative assessments aligned to the Montessori and TEKS standards. Student progress, growth, and overall achievement will be assessed and closely monitored using LISD benchmarks and assimilations. ETMPA and ETMA will adhere to the LISD Assessment Calendar and the scheduled time for assessment administrations.

ETMPA will attract, recruit, hire, and retain certified teachers who highlight and embrace the outstanding qualities, attributes, facilities, and programs of the Montessori program:

- Offering ongoing support to teacher preparation programs;
- Providing extensive and high-quality field experiences for student teachers;
- Partnering with colleges and universities to ensure teachers are prepared to meet the challenges of at-risk minority students;
- Attending the LISD Recruitment Expo;
- Attending job fairs at colleges and universities; and
- Establishing policies, procedures, and working conditions that will enable staff to make contributions to the schools' programs and services.

Research has shown that when parents, communities, and schools work together children succeed. High levels of parental engagement will be an invaluable and critical component of ETMPA's and ETMA's success. Parents will be invited, encouraged, and offered incentives to come to the school and participate in conferences and other activities which enable the formation of partnerships. Respectful and welcoming partnerships will enable students to thrive.

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On this date:

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 092903			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12					
Grant period: May 1, 2017, to July 31, 2019			Fund code: 258		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$25,400.00	\$34,285.00	<b>59,685.00</b>
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$245,600.00	<b>\$245,600.00</b>
Schedule #9	Supplies and Materials (6300)	6300	\$	\$300,500.00	<b>\$300,500.00</b>
Schedule #10	Other Operating Costs (6400)	6400	\$	\$6,500.00	<b>\$6,500.00</b>
Schedule #11	Capital Outlay (6600)	6600	\$	\$187,650.00	<b>\$187,650.00</b>
Grand total of budgeted costs (add all entries in each column):			<b>\$25,400.00</b>	<b>\$769,754.00</b>	<b>\$799,935.00</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 092903			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>Academic/Instructional</b>					
1 Teacher			\$	\$	\$
2 Educational aide			\$	\$	\$
3 Tutor			\$	\$	\$
<b>Program Management and Administration</b>					
4 Project director			\$	\$	\$
5 Montessori Specialist		1	\$4,000	\$4,823	\$8,823.00
6 Teacher facilitator			\$	\$	\$
7 Teacher supervisor			\$	\$	\$
8 Secretary/administrative assistant		2	\$2,400	\$2,252	\$4,652.00
9 Data entry clerk		1	\$1,000	\$1,887	\$2,887.00
10 Grant accountant/bookkeeper			\$	\$	\$
11 Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>					
12 Counselor			\$	\$	\$
13 Social worker		1	\$2,000	\$5,219	\$7,219.00
14 Community liaison/parent coordinator			\$	\$	\$
<b>Other Employee Positions</b>					
15 Instructional Technology Specialist		1	\$3,000	\$4,167	\$7,167.00
16 Title Principal		2	\$10,000	\$11,238	\$21,238
17 TitleAssistant Principal		1	\$3,000	\$4,699	\$7,699.00
18	Subtotal employee costs:		\$25,400	\$34,285	\$59,685
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19 6112	Substitute pay		\$	\$	\$
20 6119	Professional staff extra-duty pay		\$	\$	\$
21 6121	Support staff extra-duty pay		\$	\$	\$
22 6140	Employee benefits		\$	\$	\$
23 61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$25,400</b>	<b>\$34,285</b>	<b>\$59,685</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>				
County-district number or vendor ID: 092903			Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
<b>Professional and Contracted Services</b>				
#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	Southwest Montessori Training Center –Teacher Certification	\$	\$245,600.00	\$245,600.00
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$245,600.00	\$245,600.00
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	NA	NA
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$245,600.00	\$245,600.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$	\$300,500.00	<b>\$300,500.00</b>
<b>Grand total:</b>		<b>\$</b>	<b>\$300,500.00</b>	<b>\$300,500.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$6,500.00	\$6,500.00
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$6,500.00	\$6,500.00
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$6,500.00</b>	<b>\$6,500.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 092903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1	Library Books	N/A	N/A	\$	\$25,000.00	\$25,000.00
<b>66XX—Computing Devices, capitalized</b>						
2	Chrome Books	150	\$205.00	\$	\$30,750.00	\$30,750.00
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12	Montessori Record Keeping System	79	\$299.95	\$	\$23,700.00	\$23,700.00
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19	Library tables	10	\$450.00	\$	\$4,500.00	\$4,500.00
20	Library shelves	20	\$600.00	\$	\$12,000.00	\$12,000.00
21	Library Chairs	40	\$200.00	\$	\$8,000.00	\$8,000.00
22	Playground Equipment	1	\$83,700	\$	\$83,700	\$83,700
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				\$	\$187,650	\$187,650

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Montessori education has been proven effective in Longview Independent School District (LISD) and throughout the world. The history of Montessori education has shown all children, regardless of race or social class, have the ability to be independent learners when taught using this method. ETMPA and ETMA will concentrate on the needs of all students from all economic backgrounds. It is becoming an increasingly popular choice for families who wish for their children to grow intellectually, socially, emotionally, physically, and educationally to the best of their abilities while embracing values of peace, mutual respect, and collaboration.

There is a continual need in LISD for viable and effective educational choices for all families, but particularly for those who cannot afford a private education.

LISD conducts annual comprehensive needs assessments as part of its district and campus planning processes. All available sources of data are comprehensively reviewed and used in the formulation of improvement goals. This enables all schools to meet and exceed district goals and state standards.

A review of LISD's needs assessment data revealed that Montessori kindergarten students scored significantly higher on grade-level reading and math achievement and progress measures compared to non-Montessori educated first and second grade students. The data also showed that when non-Montessori students move from kindergarten to first grade, the level of achievement and performance is not maintained and significantly drops. This lower level of performance continues in second grade and into the STAAR testing grade levels. The special populations: English Language Learners, Economically Disadvantaged, Dyslexia, and Special Education students also performed lower in first through fifth grades than those educated in a Montessori kindergarten. African American and Hispanic students' test performance and academic achievement continue to lag behind White students in foundational curricular areas.

Discipline data in first through fifth grades revealed a higher incidence of reportable occurrences and referrals than the Montessori educated students.

Student growth and achievement is the underlying objective for all project activities to be supplemented by the grant and needs are prioritized by:

- Staff Quality, Recruitment, and Retention;
- Curriculum, Instruction, and Assessment;
- School Context and Organization;
- School Culture and Climate;
- Demographics and Student Achievement Data; and
- Family and Community Involvement.

The funds from the Start-Up Grant will enable the expansion/improvement of an existing successful Montessori PK/K program by expanding enrollment from 1,025 to 1,400 students requiring 64 Montessori teachers and 35 Montessori Instructional Assistants. Projected enrollment is anticipated to increase to 1,450 students by 2019. Funds would also make possible the replication and expansion of the challenging and successful interdisciplinary Montessori learning model to an additional 300 students through the creation of a first through fifth grade Montessori program.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Acquisition of necessary materials, supplies, equipment, instructional technology, and resources to expand existing Montessori PK-K program and to include a grades 1-5 campus.	Funds will assist in providing an environment consisting of specific, hands-on, sequential Montessori materials, furniture, curriculum, and technology equipment. Start Up funds will facilitate the integration of appropriate tools to facilitate and implement best practices in teaching and learning.
2.	Development of a comprehensive professional development program to provide high quality, relevant, and research based training in accordance with the Montessori model and principles.	Grant resources would allow quality staff training during an intensive summer professional development and throughout the year. Extended day and school year opportunities will be used for curriculum alignment and assessment using Montessori methods/approaches.
3.	Recruitment of qualified and trainable instructional staff for existing PK-K and the 1-5 grade campus.	The grant program will help deploy recruiting activities which will produce trainable and qualified personnel.
4.	A comprehensive TEKS based Montessori program, designed to increase student achievement and growth by providing high quality, relevant, and personalized instruction.	Funds will enable staff to fully integrate the Montessori model in PK-K and expand Montessori educational opportunities to 1-5 <sup>th</sup> grade students.  Grant funds will facilitate the inclusion of work periods and lesson design allowing students to select work of their own interest and concentrate on it for extended periods.
5	Facilitation of partnerships with parents and community to increase engagement in student education.	The Grant program will offer resources for extensive parent education and support opportunities through additional academic performance/curriculum nights, parent teacher conferences, parent newsletters, and volunteer opportunities. The establishment of new partnerships with businesses, colleges and universities, civic organizations, and mentor groups will be feasible with start-up resources.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Master's degree in Educational Administration; Texas Mid-Management or other appropriate certificate; Certified T-TESS Appraiser; Minimum three years experience
2.	Assistant Principal	Master's degree in Educational Administration; Texas Mid-Management or other appropriate certificate; Certified T-TESS Appraiser; Minimum three years experience
3.	Montessori Director	Texas Mid-Management or Principal certification; and three years successful experience in a Montessori instructional leadership role
4.	Social Worker	Texas license as a social worker (LBSW) as granted by Texas Board of Social Worker Examiners; with successful experience in individual and group counseling
5.	Montessori Specialist	Master's degree in Education; Montessori credentialed by MACTE and successful experience as a Montessori Lead Teacher

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	75% of students will meet or exceed district and/or state standards in all tested subjects.	1. Consistent/thorough Montessori implementation.	08/21/2017	08/21/2019
		2. Well-equipped/prepared Montessori classrooms	08/01/2017	06/01/2019
		3. Uninterrupted two to three hour work cycles	08/21/2017	06/03/2019
		4. Intervention/acceleration activities	08/21/2017	06/03/2019
		5. Administer assessments of growth/achievement	04/25/2018	04/24/2019
2.	85% of students will progress academically one year or greater.	1. Administer baseline establishment measures	09/11/2017	09/10/2019
		2. Administer annual progress measures	04/25/2018	04/24/2019
		3. Calculate the annual student progress percentage	05/18/2018	05/17/2019
		4. Compare progress to goal to determine attainment	05/18/2018	05/17/2019
		5. Monitor individual progress towards goals	05/18/2018	05/17/2019
3.	100% of ETMPA and ETMA teachers will be qualified and Montessori certified	1. Recruit and hire qualified teachers	05/31/2017	08/14/2017
		2. An effective mentoring program in place (TXBESS)	08/14/2017	06/03/2019
		3. Montessori training and professional development	06/12/2017	06/01/2019
		4. Monitor teachers passing certification tests	08/14/2017	06/03/2019
		5. Provide opportunities for teacher growth	08/14/2018	06/03/2019
4.	Reduce disciplinary actions/reportable disruptive behavior of students served by 5%.	1. Provision of structured learning environment	08/21/2017	06/03/2019
		2. Set high expectations for appropriate behavior	08/21/2017	06/03/2019
		3. Consistent implementation of behavior plan	08/21/2017	06/03/2019
		4. Consistent utilization of positive behavior supports	08/21/2017	06/03/2019
		5. Consistent Communication with parents	08/21/2017	06/03/2019
5.	Improve attendance rate of students served from 95% to 97%.	1. A warm/safe/respectful/welcoming environment	08/21/2017	06/03/2019
		2. A continuum of supports and incentives	08/21/2017	06/03/2019
		3. Personalized early outreach	09/11/2017	03/03/2019
		4. Monitor with consistent parent communication	08/21/2017	06/03/2019
		5. Home visits to address absenteeism	09/11/2017	05/17/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD develops and utilizes District Improvement Plans as a vehicle and guide to continuously track student centered goal attainment. A comprehensive needs assessment is completed to further support and guide this effort. School Improvement plans are developed to specify measurable performance goals and objectives; strategies for improving student performance; resources needed; staff responsible; implementation timelines; and formative evaluation criteria.

LISD has also implemented the following processes and procedures to monitor attainment of goals and objectives: the administration of district developed common assessments and assimilations; principal monitoring and progress meetings where student progress, attendance, and discipline summaries are reviewed and recommendations for change and improvement generated; data walks and talks to review data with teachers and principals, weekly PLC meetings at the campus levels for planning and collaboration to ensure instructional continuity, dialogue, and time for professional development and training; consistent district lesson planning; and the implementation of the 90 minute instructional blocks.

Required changes to continue moving toward goal and objective accomplishments are communicated to principals, teachers, students, and parents through diverse methodologies.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently all PK/K Montessori English and Bilingual classes are housed on five different campuses throughout the district. To maximize the effectiveness and fidelity of the Montessori model, 1,700 students and the necessary staff will occupy two state-of-the art Montessori campus thus allowing for improved implementation of the Montessori methodology and increased mobility and flexibility of educational tractability and assignment of students.

Utilizing grant funds, in coordination with existing efforts set the foundation for these campuses to provide enhanced instruction while maintaining Montessori model fidelity and optimization of the grant funds.

To ensure all stakeholders remain excited and deeply committed to the Montessori vision and mission, unique, focused training will be provided to faculty and staff, as it relates to the student centered Montessori model. The recruitment, selection, and hiring of teachers specifically interested in providing Montessori instruction, will allow interested, highly successful, experienced teachers from diverse backgrounds the opportunity to voluntarily transfer to the campuses. Montessori training will be provided resulting in Montessori certification. The provision of high quality continuous professional development, extended year contracts, and securing a three year commitment from all teachers will ensure sustained commitment.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review diagnostic assessment data	1.	Analysis of EOY PK CLI Engage data to determine goal attainment
		2.	Analysis of TPRI/Tejas Lee/BAS/RIGBY to determine goal attainment
		3.	Analysis of STAAR data to determine accomplishment of achievement rate
2.	Conduct a trend analysis for potential instructional improvements	1.	Comparison of BOY and EOY CLI Engage PK data to determine growth
		2.	Comparison of BOY and EOY TPRI/TL/ITBS data to determine growth
		3.	Examination of fourth and fifth grade STAAR test data to determine growth
3.	Examination of teacher certification, Montessori certification, and PD completion	1.	Recruit and hire qualified teachers and instructional assistants
		2.	Monitor timely completion of tests and certification requirements
		3.	Monitor teacher attendance and completion of training/PD requirements
4.	Analysis of discipline data and comparison with previous year's data	1.	Monitor implementation of Behavior Plan
		2.	Examination of six weeks discipline reports
		3.	Proactive measures to address discipline disparities
5.	Comparison of end-of-year attendance rate with previous end-of-year attendance rate	1.	Analysis of Attendance Rate each six weeks to measure progress
		2.	Strategies employed to improve/maintain attendance rate
		3.	Comparison of attendance data to track improvement

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

These tools will be utilized to: evaluate student progress on formative and summative goals; measure curriculum effectiveness; evaluate instructional strategies and their impact on student achievement; monitor student attendance and behavior; and determine the impact of sustained high quality training and professional development.

The following programs are utilized to collect various data sources to evaluate design, and measure program effectiveness:

- DMAC (Data Management for Assessment and Curriculum) utilized for: data disaggregation,
- Skyward utilized to review and analyze: attendance trends; district and school-wide achievement and progress against standards, attendance and behavior tracking.
- Montessori MRX is used to track attendance, progress, and lesson plans. MRX's online management system will: include the development of individual student progress reports; enable effective lesson planning and monitoring students' progress.
- The CIRCLE Progress Monitoring System is a user friendly online data management system which enables teachers to assess a child's progress.
- The ITBS (Iowa Test of Basic Skills) test utilizes the Interact Results Manager (IRM) – a powerful online data management system and teacher diagnostic tool that creates intervention groups and drives curricular decisions.

These programs will result in a continuous improvement process that is student driven. This comprehensive process enables the immediate identification of any project delivery problems and has built-in safeguards for immediately addressing concerns.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The East Texas Montessori Prep Academy and the East Texas Montessori Academy are internal charter schools that will satisfy the requirements of the law governing public charter campuses and programs (see EL LOCAL) and applicable LISD District policy and criteria. As approved internal charters, ETMPA and ETMA will continue to be operated under the legal auspices of the LISD School Board and will be subject to all federal laws and regulations governing public schools. The primary function of the Board is to set policy and provide general oversight of the schools' operations rather than to manage the day-to-day operations. Oversight will include:

- General leadership and direction;
- Formulation of policies that promote the schools' mission and objectives;
- Governance of the schools in accordance with federal and state laws;
- Facilitation of communication with the community;
- Management and Staffing of administration and campuses;
- Financial and operational practices;
- Retention of necessary expertise, consulting, and contractor services and training.

Longview ISD's superintendent will serve the district and its charter schools. The superintendent acts as the instructional leader and chief executive officer of the district and is responsible for the effective execution of policies adopted by the district's board of trustees. The superintendent will also assume administrative responsibility for the planning, operation, supervision, and evaluation of the educational programs, services, and facilities of ETMPA and ETMA and the annual appraisal of the schools' administrative staff members.

The principals, at the campus level, will direct and manage the instructional programs and supervise operations and personnel; provide instructional leadership to ensure high levels of instructional delivery and student success; oversee compliance with district policies; success of instructional programs; and operation of all campus activities. They will organize, administer, and evaluate all aspects of ETMPA and ETMA including campus-level budgeting and grant fund management to ensure consistent compliance with all policies, procedures, regulations, and requirements.

The campuses will have the flexibility to govern autonomously with respect to the length of the faculty work day, length of student day, flexibility of the school year calendar, and the implementation of the specialized Montessori curriculum.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The East Texas Montessori Prep Academy and the East Texas Montessori Academy will maintain close working relationships with LISD and will also seek other grant opportunities to support operations after the Federal start-up grant has expired.

Charter status will allow increased flexibility in receiving district, internal, and external grant monies. The charter for ETMPA and ETMA are economically feasible for the campuses and district i.e:

- LISD will continue to support the campuses by providing operational budgets;
- LISD will provide the necessary funds to maintain the extended school day and extended teacher contracts for ETMPA and ETMA.
- ETMPA and ETMA will use campus discretionary funds, state and local revenues, Title I and Title II Funds, IDEA-B, and State Compensatory Education Funds (SCE) to support their mission, goals, and objectives; and
- ETMPA and ETMA will seek additional funding sources through grant opportunities and partnerships with businesses and institutions of higher education in order to expand their financial capabilities.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The schools will not request for waivers for any federal or state statutory provisions, policies, procedures, regulations, or requirements.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will use the grant funds to accomplish the purposes, goals, and objectives in the following ways to supplement:

- Program Management and Administration costs incurred while completing the initial start-up activities;
- The recruitment and hiring of administrative and academic support personnel;
- The recruitment and hiring of auxilliary personnel – nurse and social worker;
- The costs of substitutes utilized in order to provide training and professional development during the school day;
- Coverage of the costs of Professional and Contracted Personnel who will provide training and monitoring, and ongoing professional development;
- The cost of purchasing materials and supplies necessary for initial start-up;
- The costs of attending out-of-district training and training necessary for initial implementation; and
- The costs of purchasing hardware, software and online programs, equipment and furniture essential for initial implementation.

All of the items and activities listed above are critical to the initial implementation of the grant. Goals and objectives of the grant will be accomplished and meet the following identified needs to:

- Improve the academic achievement of every student by providing a rigorous, relevant, realistic TEKS-based Montessori education;
- Ensure the recruitment hiring, development, and retention of effective highly qualified Montessori certified teacher staff;
- Provide high quality, effective, relevant, and sustained professional development and training for teachers and Montessori staff;
- Acquire and purchase the necessary materials, supplies, equipment, technology, online programs, software, and resources to support effective instruction, high student academic achievement, and differentiation of instruction; and
- Enable the provision of parent education opportunities, increased parent involvement through participation in their childrens' education, and
- Improve/increase community and business partnerships.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will comply with sections 631(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act by guaranteeing that children with special needs will be afforded an equal enrollment opportunity and their needs will be addressed on an individual basis while they are enrolled.

ETMPA and ETMA acknowledges the right of every child, regardless of ability level, to receive a free and public education and will not discriminate based on ability.

ETMPA and ETMA will comply with all regulatory special education requirements of the Individuals with Disabilities Act, Child Find, Title II of the Americans with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and any other civil rights enforced by the U. S. Department of Education Office of Civil Rights (OCR).

Per federal law, all students with disabilities will be fully integrated, to the maximum extent possible, into the programs of ETMPA and ETMA with the necessary materials, mandated related services, appropriate and adequately prepared personnel, and equipment to support their learning.

The goal of the Special Education program will be to assist students in meeting their educational objectives and needs specified in their Individualized Education Plans (IEPs) and to help them master the Montessori curriculum.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Meeting Academic Standards-** The goal of Montessori is to produce lifelong learners who enjoy using their minds. The ETMPA/ETMA campuses will be designed to focus on academic achievement and an integrated holistic education. Ongoing professional development, technology, and materials will be provided to campus educators. Teachers will attend Cluster Meetings based on their grade level or subject taught to share and learn with peers and to use data to guide instruction. Children will leave the ETMPA program with a strong academic and social foundation providing confidence and excitement to meet the challenges ahead of them as they move on to our East Texas Montessori Academy program.

**Grade Levels to be Served:** Early Childhood (PK/K) Lower (1-3) and Upper Elementary (4-5) will be served under the charter. By grouping students within the appropriate Montessori planes of development, the developmental periods are better addressed.

**Curriculum and Instruction:** Montessori faculty will regularly collaborate to deepen their knowledge and understanding of the curriculum to ensure Montessori students seamless transition to primary grades. Grades 1-5 classrooms will integrate Montessori materials and work spaces, creating a smooth transition to traditional environments.

**The Components of the Montessori Program:**

Students will learn to make responsible choices and think critically/independently, while moving freely within a structured environment. The TEKS-aligned Montessori Program exceeds the performance expectations of the Texas Essential Knowledge and Skills and prepares these students, ages three to twelve years old, to meet and exceed the challenging state student academic achievement challenges. The components include:

- **Language Arts:** The language area of the curriculum offers materials and exercises that foster writing and reading development. Students will gain phonemic awareness by developing visual perception and discrimination, early pre-reading skills, and development of a writing foundation to create an appreciation of literature and language acquisition. Students continue to develop listening skills and vocabulary as they communicate with classmates and adults in the environment.
- **Math:** Students will be sequentially presented mathematical concepts using a variety of materials, activities, and strategies to facilitate knowledge of Montessori math manipulatives. Students will be educated in number recognition, symbol to quantity association of numbers, one-to-one correspondence, ordinal counting, geometry, fractions, and mathematical operations.
- **Cultural:** Geography, history, science, art, and music will round out the student's Montessori experience. Students will continue The Puzzle Maps of the continents and explore various cultures throughout the world. Through the celebration of holidays, students will gain understanding of history. In science, students will develop a better understanding of nature and the world with opportunities to explore, observe, and classify information gained through experimentation.
- **Art and Music** areas will provide creative outlets and opportunities to work with a variety of artistic mediums and musical instruments.
- **Sensorial:** The sensorial area of classrooms will allow for refinement of the senses. Students will use observation, consideration, reflection in recognition of identities, contrasts, similarities, and differences in the size, color, and shape of objects. This will foster the development of clarity and order from perceived discrimination of size, color, tactile impressions, shape, smells, tastes, and sounds which are the basis for mathematics and abstract reasoning.
- **Practical Life:** Students will develop the ability to perform tasks that are necessary for everyday living. Students will develop coordination, concentration, independence, and order necessary to successfully perform future academically challenging work.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: o92903

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy campus principals will primarily be the lead administrators who will manage the day-to-day operations of the schools. They will direct and manage the instructional programs and supervise operations and personnel. Principals will monitor compliance with grant requirements as related to their campus, school policies, success of instructional programs and operation of all campus activities. An assistant principal will assist the principal in the overall administration of instructional programs and campus-level operations and coordinate assigned student activities and services.

ETMPA and ETMA will utilize the "Campus Leadership Team (CLT)" as the governing body. The CLT will be comprised of the principal, assistant principal, campus social worker, one teacher from each grade level and instructional team, two parents, a district central office representative, and one community member. The CLT will serve as an advisory committee examining and coordinating district and campus initiatives, goals, objectives, and practices listed in the School Improvement Plans (SIP). They will evaluate the SIP's and charter's initiatives and will assist in planning professional development. The CLTs will further assist in formulating performance objectives for the campus in other areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

ETMPA and ETMA will be allowed the freedom and flexibility to govern autonomously in their day-to-day operations as follows:

- To provide an extended school year to allow for increased opportunities for professional collaboration, planning, and embedded professional development;
- To develop and implement a modified professional development schedule which will lengthen the school day by thirty minutes for four days a week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, and professional learning;
- To manipulate their instructional schedules and calendar in order to comprehensively implement the TEKS aligned Montessori learning model and curriculum; and
- To make budget and allocations within the parameters of the grant necessary to fulfill grant requirements, purposes, goals, and objectives.

These day-to-day decisions and actions are above and beyond the degree of flexibility and autonomy afforded to traditional campuses in that they bypass some of the central office administrative approvals and processes that traditional campuses are required to complete.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will measure the achievement performance of students and the progress of students toward meeting established goals by:

- Mastery of TEKS by formative and summative assessments;
- Mastery of Montessori curricula by formative and summative assessments and teacher observation;
- Meeting or exceeding the State standard on State assessments;
- Meeting or exceeding attendance goals;
- The percentage of teachers who are qualified and Montessori certified; and
- The percentage of disciplinary actions reported

Multiple diagnostic and growth measures will be utilized throughout the school year to determine progress towards objectives. These assessments will include, but are not limited to:

- The TPRI and Tejas Lee
- CLI Engage
- The ITBS test
- The BAS/Sistema/ or RIGBY
- The Primary Math Inventory
- The STAAR test

In reference to the following objectives, changes will occur due to the implementation of the grant project:

Objective 1: 75% of all students will meet or exceed local and state standards in all tested subjects;

Objective 2: 85% of students will progress one year or greater in all content areas;

Objective 3: 100% of teachers will be qualified and Montessori certified;

Objective 4: Reduce disciplinary actions and reportable behavioral offenses by 5%; and

Objective 5: Improve attendance rate: from 95 to 97%.

As a result of the grant project (Obj 3) Montessori training and sustained professional development will enable highly qualified teacher instruction to improve and the Montessori learning model to be implemented with fidelity by the end of the first year. Greater improvements will be realized by the end of the second year.

As a result of the accomplishment of (Obj 3), significant improvements will be made in all content areas and tested content areas in students' overall achievement (Obj 1) and in the amount of progress (Obj 2) made equal to or greater than one year for each of the two years of the project implementation.

As a result of the grant implementation, significant gains equal to or greater than one percentage point in attendance (Obj 5) and a significant reduction in disciplinary actions and reportable offences (Obj 4) of more than one percent the first year of implementation and even greater by the end of the second year of implementation.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Families, community leaders/members, and teachers will be key components of the East Texas Montessori Prep Academy's and the East Texas Montessori Academy's success. Specific strategies to ensure parental and community engagement in the planning and program design will include opportunities for involvement through feedback each year through meetings, surveys, and questionnaires.

Parents and community members will be:

- Encouraged to work with the schools and parent organizations;
- Participate in informational sessions;
- Serve on advisory committee; and
- Serve on the Campus Leadership Teams to provide advice on campus initiatives, goals, and practices listed in the Campus Improvement Plan.

Montessori parent and community education programs will be offered to promote an understanding of the Montessori principles and curriculum. Admission processes will be developed to inform parents and community members about the nature of Montessori and, staff will seek their input and commitment to the program.

Parents will be offered a variety of options for becoming involved in the schools and given opportunities to actively participate in scheduled trainings. Meaningful support and activities will be provided. Curriculum meetings will be scheduled so that teachers can share detailed reviews of learning expectations for the year.

ETMPA and ETMA will regularly provide scheduled parent/teacher conferences, encouragement of parents/ guardians to facilitate extra-curricular activities such as tutoring, special interests, and enrichment programs, and volunteer time on special projects.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will utilize a variety of communication mediums to ensure students and parents are informed about the Montessori schools and enrollment procedures.

The following communication modalities will be utilized to publize ETMPA and ETMA:

- LISD website;
- campus websites;
- mail outs;
- written communications and brochures sent home with students;
- school newsletters;
- School Messenger telephone/computer communication system;
- the LISD Newspaper (The Voice);
- articles in the Local newspaper—"The Longview News Journal";
- local TV and radio stations;
- community meetings, and
- public hearings.

Pursuant to TEC Section 12.065, the admission of students in public charter schools shall be based first and foremost on geographic considerations. Secondary considerations may be given to a student's age, grade level, or academic credentials necessary for the type of program offered.

The district is not permitted to assign a student to a charter campus or program unless the student's parent or guardian has voluntarily enrolled the student. ETMPA will primarily serve students determined to be eligible to enroll in pre-kindergarten and kindergarten.

All LISD students eligible to attend ETMPA will be given equal opportunity to enroll. Students outside of LISD's attendance zones will be permitted to submit out-of-district transfer requests as long as there is space available in the school.

ETMA will be an in-district charter serving with no defined attendance boundaries. As an in-district charter, enrollment will be open to students residing both within and outside of LISD's geographical attendance zones whose parents choose to voluntarily enroll them. Should enrollment exceed allowable enrollment caps, students will be selected using a locally adopted system. Students not selected, will be placed on a waiting list.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Longview ISD process for the approval of campus charters is detailed in Board Policy EL LOCAL. This policy details the Board's process for consideration of the eligibility of an application for a campus charter, lists student eligibility to attend a campus charter school, teacher assignment, campus charter's compliance requirements, the Texas Education Code provisions for campus charters, the components of the application for approval of a campus charter, definitions, and requirements for a performance contract with the Board and request for additional autonomy in campus decision making and campus operations.

An application was submitted to the LISD Board of Trustees on November 14, 2016 at their regularly scheduled meeting. Requests were submitted for approval of the East Texas Montessori Prep Academy and East Texas Montessori Academy for the purposes of providing alternatives and choices to students in LISD who may not be benefitting from traditional schooling. The Montessori Academies will provide unique and innovative instruction to 1,700 students in Pk-5 that are not available on any other LISD campuses.

In addition to providing unique and innovative instruction, these academies will:

- Provide increased opportunity for school choice;
- Extend the school day and school year;
- Attract and hire transfer teachers that do not necessarily meet LISD's Board Policy regarding transfer requirements;
- Develop a unique Professional Development calendar; and
- Extend flexibility in budget and spending decisions not afforded to traditional campuses.

The traditional campuses, already utilizing the Montessori model will be able to fully integrate TEKS into the Montessori curriculum with fidelity, for the first time, to the extent proposed in the application. This methodology will provide a proven successful program to include more students with the fidelity necessary to attain high achievement performance results.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 12:** Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will meet with the Curriculum and Instruction Department to discuss progress toward attaining annual goals and objectives. Content specialists will share assessment and walkthrough data with principals relative to all subject areas. Data results will be used to help each campus make adjustments according to identified needs. Intervention plans, programs, and staff development will be identified to address these areas of concern.

To review and evaluate progress towards increasing student achievement six week principal progress meetings will be scheduled where principals reflect on goals, related to academics, discipline, student and teacher attendance, grades, walkthroughs, and special programs. The evidence shared by principals will allow the curriculum and instruction department personnel to assist in identifying campus needs, provide recommendations for intervention and remediation, and identify ways that they can support the Academies in accomplishing the goals and performance objectives.

Other than the reasons listed in TEC Chapter 39, Subchapter C and D, there are no other specified or identified reasons that the board will utilize to place either campus on probation and there are no other reasons specified or identified that will be reason for the board to revoke the campus charter other than those listed in TEC Chapter 39 Subchapter C and D.

Detailed and comprehensive assessment instruments and data analysis tools have been identified that will measure student progress and overall gains/improvement made in student academic achievement.

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**Schedule # 16-Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD's Superintendent of Schools will serve as ETMPA's and ETMA's superintendent. The charter schools principals will be the lead administrators and will report directly to the superintendent or designee. The LISD Board of Trustees will also be the charter schools' trustees.

ETMPA's and ETMA's Campus Leadership Teams (CLT) will be the primary governing body making decisions for campus-based programming.

The CLT will serve as an advisory committee examining and coordinating campus' initiatives, goals, and practices outlined in the School Improvement Plan (SIP) and the mission specified in the charter. The CLT will evaluate the School Improvement Plan and the charter initiatives to ensure consistency and in implementation.

ETMPA and ETMA will be allowed the freedom and flexibility to govern autonomously in their day-to-day operations in the following ways:

- To provide an extended year school year to allow for increased opportunities for professional collaboration, planning, and embedded professional development;
- To develop and implement a modified professional development schedule which will lengthen the school day by thirty minutes for four days a week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, and professional learning;
- To manipulate their instructional schedules and calendars in order to comprehensively implement the TEKS aligned Montessori learning model and curriculum; and
- To make budget and spending decisions within the parameters of the grant that are necessary to fulfill grant requirements, purposes, goals, and objectives.

These day-to day decisions and actions are above and beyond those that other non-charter campuses are afforded or have the freedom and flexibility to perform and bypass the central office administrative approvals and processes.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In accordance with LISD's overall accounting system and by the use of the TEA Resource Guide for a specific campus code number for all transactions for the campus charter related to the operations of the campus charter can be extracted independently for reporting and auditing purposes. All information will be provided from campus charters to the auditing firm through the use of charter trial balance and chart of accounts.

When the campus charter receives state and/or federal financial assistance, each award will be accounted for in a separate special revenue code for tracking purposes. All of the transactions of the campus charters will be coded to the PEIMS data standards so that the District may properly participate in PEIMS as required by TEC, Chapter 12, Subchapter C or by State Board of Education rule.

The charter Board will engage an independent CPA firm for the performance of an annual financial and compliance audit of the campus charter and will issue a separate independent audit report as required by TEC, Chapter 12, Subchapter C.

The campus charter's plan for an audit separate and apart from the LISD audit are as follows:

- Maintain separate and independent accounting records;
- Receive an unqualified opinion on the financial statements;
- Provide transparency for stakeholders;
- Demonstrate the financial resources and obligations publicly through an independent opinion on the financial statements

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Texas Montessori Prep Academy and East Texas Montessori Academy will provide innovative quality TEKS aligned Montessori instruction to students from all socio-economic backgrounds at no cost. It is anticipated that ETMPA and ETMA will receive designations of Title I. The Title I funds will be utilized at ETMPA and ETMA on a schoolwide basis to provide additional academic enrichment/support and learning opportunities to help low achieving students master challenging curricula and meet state standards in academic subjects.

Title III funds will also be utilized to ensure that Limited English Proficient (LEP) students are attaining English proficiency while simultaneously meeting the same academic standards as their English-speaking peers in all content areas. These funds will also be allocated for Bilingual instruction programs, professional development for teachers, and for teaching English to the parents and communities of LEP students.

Title I, III, IDEA-B funds will be available and will be placed in campus budgets and be made available on or about September 15 for campuses to provide eligible services, schedule professional development, and to purchase supplies, materials, and resources in a timely manner. This timeline will ensure that all resources are made available promptly thus allowing maximum benefit and usage time to ensure that students meet and exceed expected campus, district, and state achievement and performance standards.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2017-2018.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	650	750	60	60	60	60	60								1700
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

**Not Applicable – No students will be served during the 2017-2018 school year.**

☐

<b>Total Staff</b>	105
<b>Total Parents</b>	2935
<b>Total Families</b>	1700
<b>Total Campuses</b>	2

**TEA Program Requirement 2: Population to Be Served in 2018-2019.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	675	775	80	80	80	80	80								1850
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

<b>Total Staff</b>	110
<b>Total Parents</b>	3085
<b>Total Families</b>	1850
<b>Total Campuses</b>	2

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 092903

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	169	205													374
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

Not Applicable – No students will be served during the 2017-2018 school year. ☐

**TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	Longview ISD	Bramlette Elementary	092-903-121
2.	Longview ISD	Ware Elementary	092-903-125
3.			
4.			
5.			
6.			

Not Applicable – No students will be served during the 2017-2018 school year. ☐

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	X	X
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	X	X
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	X
B09	Provide parenting training	<input type="checkbox"/>	X	X
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	X
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	X	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 092903

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	X	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
B18	Coordinate with community centers/programs	<input type="checkbox"/>	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	X
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	X
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	X
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	X
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	X
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	X
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 092903

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	X
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	X
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	X
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	X
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	X
D03	Conduct home visits by staff	<input type="checkbox"/>	X	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	X
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	X
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	X
D11	Develop/maintain community collaborations	<input type="checkbox"/>	X	X
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	X
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	X	X
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	X

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	X	X
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	X
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	X
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	X
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	X
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	X	X
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	X
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	X
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	X	X
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	X
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	X
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	X	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	X	X
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	X
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
H03	Provide training for parents	<input type="checkbox"/>	X	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	X
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	X	X
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	X
K03	Conduct home visits by staff	<input type="checkbox"/>	X	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	X
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	X
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	X	X
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
K08	Strengthen school/parent compacts	<input type="checkbox"/>	X	X
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	X	X
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	X	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	X	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	X	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	X	X
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	X	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	X	X
M06	Provide parenting training	<input type="checkbox"/>	X	X
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	X
M08	Provide program materials/information in home language	<input type="checkbox"/>	X	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	X	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	X
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	X
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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